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17. ABSTRACT (MAX. 250 WORDS)

The Great Cities School Improvement Program at Ludlow School, in a predominantly Puerto Rican and Negro neighborhood, has been labled "Beacon:" BE A Citizen of Our Nation. It endeavors to enrich the educational experience of the students thereby developing their maximum potentials for achievement, and contributing to their usefulness as citizens. Specific programs and activities have been defined with the objective of involving the students, teachers, parents, and community. Effort will be made for each child to have the same teacher for the first two years of school for purposes of the more accurate observation and evaluation of the child's potential. Extensive use of standardized tests will aid in this area. In-service training of staff members will enable them to do a more effective job. Re-evaluation of the total curriculum will provide for intelligent changes where such are deemed advisable. A three member voluntary committee will plan for a three year cultural enrichment program with particular attention paid to opportunities offered by the surrounding community (museums, theaters, historic sites). Additional emphasis will be placed upon health care and education. Accurate and complete records will add continuity to the care of each child resulting in increased effectiveness and efficiency. Participation of the whole staff and community will be urged by means of informative talks and public relations material.

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FORD FOUNDATION PROJECT
GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL-COMMUNITY CO-ORDINATING TEAM
PHILADELPHIA, PENNSYLVANIA

# BEACON PROGRAM

James R. Ludlow School
Sixth and Master Streets
Philadelphia 22, Penna.

ED001013

I. The BEACON Program

We are designating the Great Cities School Improvement Program at the Ludlow School as the BEACON program, for it is our hope that the project will guide us--our staff, our children, and our community--towards better educational practices and more wholesome relationships. We hope, too, when the project is fully developed, that it will indicate what can be accomplished in similar schools throughout our city. To us BEACON will also imply

B
E
A
Citizen
Of our
Nation.

Our program shall accent preparation for responsible citizenship.

II. The Ludlow School Community

The Ludlow School is located at 6th and Master Streets in the heart of a community of limited background. Of our 1200 children, 60% are Negro, 30% are Puerto Rican, and 10% are Caucasian. Included in the 10% figure are 17 Kalmyk, or Mongolian children. Most of our children come to school from very depressed housing conditions. Their homes are generally marginal, three story tenements. Often as many as 35 people live

in one dwelling. Parents are preoccupied with earning a scanty living, and many of them have had to get aid from the Department of Public Assistance. Most of our mothers are kept at home caring for their many pre-school children, and have not been able to participate in the activities of our Home and School Association.

Nevertheless, in almost every case, we have found that our parents want the very best in education and living for their children. They look towards the school, however, for inspiration, guidance, and direction. It is in these areas that we hope the BEACON program will have impact.

III. What We Hope the BEACON Program Will Do At Ludlow:

A. For the children:

1. Help children become more alert.
2. Help children become more interested in school work.
3. Help children to rank higher scholastically.
4. Help children to attend school regularly and to arrive at school promptly.
5. Help children to develop socially acceptable behavior and attitudes.
6. Help children to be healthier and happier, with particular emphasis being placed upon those children who have special problems.
7. Help children to develop those talents for which they show potential.
8. Give all children recognition, security, and a

sense of belonging.

9. Reduce delinquency in the school and the community as it is indicated by petty thievery, acts of vandalism, and poor behavior.

10. Enrich the children's cultural background.

11. Develop a school spirit which will foster the very attitudes and goals for which we are striving.

B. For the Staff:

1. Develop a more acute understanding of and an improved attitude toward our children and our parents.

2. Develop a full realization that the achievement of our pupils can be measurably raised.

3. Improve teaching "know-how" and the quality of instruction.

4. Develop a wholesome school environment of courtesy, mutual respect, professionalism, creativity, and freedom to experiment which will eventually provide our school with a well stabilized, fully competent staff.

5. Develop a sensitivity which will enable the staff to discover :

latent pupil talent and potential

children with special problems so that these problems might be attacked before they become intense.

C. For the Community:

1. Develop greater sensitivity as to what the school

is trying to do--thus helping to break down the wall which often separates the home and the school.

2. Lead the parents to become contributing partners with the school so they will understand the implications of the BEACON program.
3. Develop healthy interaction between the school and the community.
4. Foster leadership from among the parents.
5. Gain greater cooperation from among the present leaders now working and living in the community.
6. Develop more knowledge of child development and parent-child relationships.
7. Intensify the school-community spirit which we feel does now exist.
8. Develop sufficient interest in community life, housing, family living, and health so that an action program will be undertaken with community leadership.

IV. The BEACON Program Will Affect:

A. The Curriculum:

1. Language Arts Program:

a. Reading:

(1) First Grade Experiment:

Children entering 1A in September will be placed in any 1A grade with an effort merely to keep class numbers even. For the period of September all children will engage in the usual reading activities which are basic and fascinating to 1A's.

During this time the 1A teachers will observe the children carefully, determining which children are most mature, most alert, most adjusted, etc. In addition to this, every child will receive the Phila. 1A Verbal Ability Test. At about the fourth week all 1A classes will be reorganized on the basis of teacher judgment and the grades received on the Verbal Ability tests. During the term all children will receive a wide, rich, basic reading program with a multitude of speaking, listening, and broadening experiences. The teachers will receive an intensive in-service training program over and above what all other teachers will receive. Parent participation, understanding, and support will be planned for, and the entire staff will be kept aware of the progress of the project. Children will remain with their teachers for a period of a least one year, and possibly two. Children's progress will be carefully evaluated, and as with all children, each child will receive the Harrison- Stroud Reading Readiness Tests and the Ginn Readiness Check List

Test before he begins to read from the Primer.

(2) General emphasis in all other grades will be placed upon placement, planning, the directed reading lesson, the use of specialized reading personnel, and meaningful independent activities. Concentration will be upon the new Reading Guide.

(3) We are planning an experiment with our 5th & 6th grades. Reading in these grades will be taught in the afternoons. Four afternoons a week, poor or non-readers from these classes will work with the Reading Adjustment teacher in the areas of phonics, sight vocabulary building, and conceptual development in an effort to improve motivation and basic reading skills. New and interesting basic texts will be used.

(4) We will endeavor to reach our best and poorest readers through the use of the Language Laboratory and Reading Adjustment Teachers.

(5) Skill in the teaching of reading will be improved through a carefully planned in-service program.

(6) Planning of reading will emphasize long and short term planning. Weekly plans will emphasize skills to be taught daily. Each teacher will be given specimen plans which will fully indicate what is considered essential to good planning.

(7) Development of classroom libraries with the help of the Elementary School Library Consultant.

(8) Continuing use, and, we hope, expanding use of the Free Library Bookmobile service in an effort to develop positive attitudes, towards and skills in using our public library facilities.

b. Handwriting:

(1) Improved teaching skills through a planned in-service course.

(2) 1A handwriting lessons will be specifically spelled out for teachers. Mimeographed copies of these lessons and worksheets will be given to each teacher.

(3) 3A lessons and worksheets will be duplicated for all 3A teachers so that the transition from manuscript to cursive will be covered similarly and in as great detail by all teachers.

(4) Intensive following of the Handwriting Guide at all grade levels. Children will have the opportunity to write every day.

c. Listening and Speaking:

(1) In-service program planned to review the Expressive Phases of the Phila. Guide as it pertains to listening and speaking.

(2) Renewed emphasis upon the Guide with specific relation to the listening and speaking skills of children of limited background.

(3) Great emphasis upon listening and speaking in the Kindergarten and 1A grades. The use of audio-visual aids will be stressed. We hope the tape recorder, fine recordings, and our many film strips will receive much use.

(4) Assembly programs will become the vehicle for a multitude of listening and speaking activities.

d. Spelling:

(1) Structuring of spelling lists in all grades emphasizing functional approach (phonetic and grammar). Sample lists, possibly the first three weeks' lessons,

constructed from the Phila. lists, will be given to each teacher.

(2) Development of a technique for the teaching of spelling. In this approach, the best spellers will be responsible for the entire list, the average students will be responsible for most of the list, and the poorest students will be required to learn but a portion of the list.

(3) Provision made for listing and reteaching all words misspelled.

(4) In-service program to improve the teaching of spelling.

e. Grammar and Correct Usage:

Emphasis at all grade levels upon the careful following of the Phila. Guide.

f. Writing (Functional and Creative):

(1) Experimental enrichment group taught by the Language Laboratory teacher.

(2) Establishment of Classroom newspapers at all grade levels, but with special emphasis upon the Language Laboratory enrichment group.

(3) Experimental group in the Language Laboratory program with children at the lower levels of achievement.

(4) Emphasis at all levels on functional and creative writing, following the suggestions of the Phila. Guide. Our aim is that every child shall write every day.

(5) In-service training program for teachers.

c. Poetry & Literature:

(1) Acquaint children at all levels with poetry and prose, by having children read or by reading to children.

(2) Use of the Language Laboratory and the Reading Adjustment Teachers in large group appreciation activities.

(3) Introduction of listening records, music, film strips, and other audio-visual aids to correlate with this program.

(4) Emphasis to be placed upon Greek, Roman, German, and American Folklore.

2. Social Studies:

a. The school team, having reviewed the Scope from the Phila. Social Studies Guide, and having in mind the specific needs of our community has developed a check list of minimum units and historical and geographic concepts to be covered at every grade level. This list will be mimeographed and given to each teacher.

b. Emphasis placed upon Living Together at all grade levels.

c. Enrichment groups in the Language Labora-

d. Literature program to correlate with the Social Studies Program.

e. In-service program for teachers utilizing the Language Laboratory, the Social Studies, and the Teacher-Aide specialists.

f. Possible listing of units covered by each child in every grade. This cumulative list to be passed on with the child's records.

g. Establishment of a Social Studies Resource room.

h. Selection of a Social Studies Coordinator for the school. This teacher will be a new addition school team.

3. Arithmetic:

a. Each teacher will be provided with an outline of basic material to be covered at every grade level.

b. Each teacher will be provided with an outline of what constitutes a good basic arithmetic lesson. This will be reviewed in detail during our Workshop program.

c. Emphasis placed in lower grades upon use of concrete materials.

d. Drill devices, games for interest and variety will be assembled, duplicated, and given to teachers.

e. Arithmetic testing with the emphasis placed upon diagnosing children's deficiences will be reviewed.

f. Emphasis will be placed upon the use of Arithmetic Facts tests, Numbers facts tests, and Arithmetic practice books. Problem solving, using situations which children understand will also be used.

g. Establishing of an Arithmetic Resources Room.

4. Other Curriculum Areas

Continuing emphasis in all areas, but it is especially hoped that our "Talent Search" will seek out and develop latent talent in our students.

B. The School Administration:

1. Reorganization of all 1A classes at end of the first 3 or 4 weeks for more effective instruction, especially in the Language Arts areas.

2. Scheduling of reading instruction for the afternoons in the 5th & 6th grades so that poor readers can get additional help from the Reading Adjustment teacher. Teachers will then be able to teach reading to the rest of their classes in a more concentrated manner.

3. Faculty meetings on the 2nd and 4th Tuesdays to be held from 2:30 PM to 4 PM, to provide larger blocks of time for demonstrations and workshops.

4. Socialized recess period for older children.

5. After school time allotted for tutoring and supervised homework activities.

6. Group, in-service, during the school day, training for teachers, arranged to permit the children of these teachers to receive enrichment work in the Language Arts.

7. Establishment of a team of school personnel (principal, counselling teacher, nurse, together with other specialized personnel as needed such as the classroom teacher, the Language Laboratory teacher, the Reading Adjustment teacher, etc.) to review cases of children who present serious problems. This team will be able to present a thoughtful referral or treatment program for these children.

8. Selection of a committee of grade chairmen and floor chairmen to assist in the selection of books, visual-aids, supplies, and equipment, and to help orient new teachers and guest teachers.

9. Possibly, after the program has been established, the organization of a departmental reading program during which time the slowest readers of the 5th and 6th grades would be sent to selected teachers for specialized help.

C. The Use of Specialized Personnel:

1. Activities of the Language Laboratory Teacher:

a. Inventory

(1) Children's Skills

(a) Handwriting--early in term

(b) Compositions, written

(c) Oral reading--on tape--for speech purposes

(d) Tabulation of non-verbal IQ scores

(e) Tabulation of spelling scores

(f) Tabulation of Phila. Verbal Ability scores.

(2) Teachers

(a) No. of substitutes, new members, teachers of less than 3, more than 5 years experience.

(b) Talents and special interest such as art, music, science, drama, etc.

(3) Books(with Reading Adjustment, Social Studies, and Arithmetic teachers)

Basic readers, Supplementary readers, Literature sets, Dictionaries, Classroom libraries, Teacher reference books, Magazines, Science books, Social Studies books, Arithmetic books, and Language Arts Guides.

(4) Materials

(a) Audio-visual equipment

Condition, availability, distribution, and storing of microphones, motion picture machine, still film,

tape recorder, record players, radios, television set.

(b) Film collection

(c) Record collection

(d) Supplies and construction materials used in experience charts, devices, independent activities.

(5) Statistical facts:

(a) School population

(b) Years at Ludlow

(c) Place of birth (child and parents)

(d) Percentage of mobility, transfers each month

(e) Home owners

(f) Broken homes, no fathers, etc.

b. Setting up goals:

(1) Written expression

(a) Help children develop:

Awareness for purpose of writing.

Desire to express ideas in written form

Courtesies appropriate in written expression, acceptable language, neatnesss, correct form, punctuation, spelling, capitalization, legibility.

Ability to express ideas independently, clearly, concisely, interestingly, and appropriately.

Habit of evaluating their own

writing by proof reading and revising.

An enriched writing vocabulary.

(2) Speech

(3) Handwriting

(4) Auditory and visual experiences

(5) Spelling

c. Evaluating:

(1) Set up models from Ludlow.

(2) Set up models for Ludlow to attain.

(3) Use of check lists.

(4) City tests

(5) Results of school inventories

(6) Use of class folders and samples of Language Arts activities collected.

d. Experimental classes in Listening, Speaking, and Writing:

(1) Group I Best achievers from Gr. 4-6

Meet three times a week for one and one-half hours during AM sessions for enrichment purposes.

Activities:

Oral skills, writing skills, literature, poetry, newspaper for functional writing, play production, choral work for functional speaking

(2) Group II--Poor Achievers (not accepted in Reading Adjustment program)

Meet for 1½ hours three times a week during AM sessions.

Class size--12-15 pupils

Activities:

Listening, speaking experiences

Vocabulary drill with emphasis upon concepts

Written skills--the sentence

e. Involving the faculty:

(1) In-service workshops for 2½ weeks during the afternoon sessions, conducted by the Language Lab. consultant in the area of handwriting. The Language Lab. teacher will present a literature program to the collected classes of teachers attending workshop.

(2) Similar workshops in the areas of primary reading, reading skills, functional handwriting, creative writing.

(3) Visits to Language Laboratory room to see exhibits, materials, organization, models, charts, devices, independent activities.

(4) Demonstration lessons in Language Laboratory room with visiting teacher and class to initiate a series of lessons in some phase of language arts during the PM sessions, by the Language Laboratory teacher.

(5) Individual conferences with teachers

(6) Group conferences when need arises

(7) Guides reviewed

(8) Bring resource materials to teachers

f. Involving parents:

(1) Attendance at group meetings stressing ways for improving communication skills of children.

(2) Help parents select books for children

(3) Conduct workshop for parents

(4) Present some demonstration lessons for parents groups.

(5) Urge membership at public library for both children and parents.

g. Attaining goals by means not included above:

(1) Consult resource people

(2) Junior League Theater Group

(3) Listing of recommended TV programs

(4) Library on cart

Initiate this program with 2nd floor during PM session

Source of books- Public Library Stations Service.

(5) Blocking lessons--have samples

(6) List of neighborhood excursions

(7) Assist with tutoring service

(8) Books:

Inventory made with 5 year inventory sheet.

and Language Laboratory teachers.

Soc. Studies and Science-- Social
Studies representative

Arithmetic--Arithmetic representative

Consultation with book committees in
ordering books at requisition time.

(9) Record Keeping:

This area has not been completely thought through, but we are thinking in terms of:

Diary of school events

Scrap book

Photographic record

Some cumulative record to
indicate progress of children
while attending the Laboratory classes

2. Activities of School Nurse:

a. Mimeographed form to be given to every parent of every child now in school and to all other parents as they enroll children concerning the Health Service of the Ludlow School. This letter will also cover nutritional information.

b. Outline at a faculty meeting specific details to be followed in sending children to health room, in checking pupils for incipient illness, in checking for the correction of

defects. Review medical terms listed on medical record. Stress that the nurse is always on call for help, and emphasize her willingness to teach in the classroom.

c. Check medical records and list special health problems in a desk file. Make home visits to determine if child is under treatment.

d. Assist Medical Examiner in screening, and refer children with particular ailments for treatment.

e. Schedule meeting with mothers of new admissions to stress preventive health and the use of community facilities.

f. Engage in extensive dental health program utilizing parent assistance.

g. Schedule complete physical examinations, speaking with class groups both before and after examinations. Confer with teacher concerning findings. Encourage parents to be present.

h. Prepare class defect sheets for every class, and confer with teachers concerning student defects. Enlist teacher's help to get defects corrected.

i. Schedule home visits and conferences with parents of children with special health problems. Plan to use the services of the School-Community Coordinators.

j. Meet regularly with the BEACON team, and report to concerning plans and progress.

k. Serve as member of team which will review the cases of problem children.

l. Keep specialized records:

(1) Corrections of pupil physical defects.

(2) Pupil visits to free dental clinics.

(3) Number of dental corrections.

(4) Number of newly admitted children who do not have basic immunization or vaccinations.

(5) Annual summary of physical defects together with a comparison of previous years. Summary to include recommendations to be followed for improving the health service.

m. Attend meetings of District Nursing Staff, in-service meetings of the Foundation program, and the North Central Area Health and Welfare Council.

n. Visit all community agencies to become acquainted with their personnel and services.

o. Organize a lending health library for parents and school staff.

p. Maintain bulletin board to stimulte interest in the health program. Keep this bulletin board current and interesting.

q. Plan to speak at regular group meetings of parents, including meetings of Home and School Association.

r. Plan for the early organization of a school health council.

3. Activities of the Counseling Teacher:

See 5 sheets following this page.

3. The Role of the Ludlow School Counseling Teacher in the Great Cities School Improvement Plan

a. Service to individual children around problems of school adjustment and/or problems affecting school adjustment.

(1) Direct work with child and parents
(2) Cooperative planning with classroom teacher and other school staff who have a connection with the child and/or his family.

(a) Sharing with the classroom teacher (and other related staff) information obtained by counselor in work with child, family, and community agencies which may increase the classroom teacher's understanding and enable her to plan more helpfully for the child in the classroom situation.

(b) Making plans jointly either through individual contacts between a particular staff member and the counselor through a "team" meeting involving those most directly connected with the child.

(c) Regular contact with school-community coordinator

(3) Referral to and cooperative planning with community agencies

(a) Registration with Social Service Exchange of counseling cases accepted for regular service

(b) Reports from agencies that know the family

(c) Individual contacts between agency worker and counselor or conferences of a number of workers (from school and community) involved with a particular family to decide who will carry the major responsibility in working with a family and what the role of each will be

b. Referral service to community social agencies of parents whose child does not present a school problem (This would include those agencies offering family counseling, psychiatric services etc.)

Such persons might be referred to the counselor by the school-community coordinator, by any staff member, or by the parents themselves.

c. Faculty Representative to Home and School Association

Work with school-community coordinator toward planning Study Groups or Workshops starting with subjects desired by the group.

The Division of School Extension and/or Family Service (Life Education Department) are resources for leadership.

d. Special contributions of the counselor to the Project

(1) Understanding of the emotional factors which block a child's making the best use of school

(2) Work with principal and faculty on development of a form for counseling referrals

(3) Coordination of school and community service on behalf of pupils known to counseling

(4) Continuous interpretation of the counseling service for all faculty members with special emphasis for new faculty members

7-27-60
pf

## 1960 - 1961 Plan for Counseling Teacher - Ludlow School

9-8-60 One minute statement by principal at Faculty Meeting re procedure for referral of counseling cases (Referrals through the principal)

9-8-60 Arrange for weekly conference schedule with school-community coordinator (on a definite day and at a specific time)

(This does not preclude other conferences between school-community coordinator and counseling teacher on an emergency basis.)

General

Plan for orientation of new teachers to counseling service through individual conferences planned at convenience of teacher and counseling teacher

Use of the following materials (to be sent to school by Division of Pupil Personnel and Counseling early in September):

Leaflet - Counseling is a School Service
Counseling Bulletin No. 1 - Teachers and Counselors as Partners
Pamphlet - A Message to Teachers

Plan for faculty meeting on counseling (arranged by principal at a time that fits into the over-all professional program for the faculty)

Use of duplicated material - Working Relationships between Teacher and Counselor (a copy for each faculty member to be provided by the Division of Pupil Personnel and Counseling)

Interpretation of counseling service to children (See attached material for ideas)

Interpretation of counseling service to parents (See attached material for ideas)

Recommendation: That a copy of the leaflet, Counseling is a School Service, be sent with the first report to parents of all 1A children (copies available through the Division of Pupil Personnel and Counseling)

7-27-60
pf.

TECHNIQUES FOR INTERPRETATION OF THE COUNSELING SERVICE
(Outcome of the Counseling Teachers' Staff Meeting on November 7, 1956)

Interpretation to Children

1. Orientation interviews with pupils new to the school
2. Interviews with children referred for counseling
3. Informal contacts with children
4. Class visits to the counseling teacher's office
5. Visits of the classroom by the counseling teacher
   a. Discussion of counseling service
   b. Use of selected slides
6. Assembly Programs
   *a. Plays
      Sample script attached "A Visit to the Counseling Teacher" by Mr. Joseph Robinson of Pratt-Arnold School
   b. Talks on counseling service and such aspects as camping and other recreational facilities
**7. Written statement for children about the counseling service for use by classroom teacher
8. Leaflets for children about counseling service
9. Bulletin boards
10. School newspaper (articles by children and by counseling teacher)

Note: Slides illustrating techniques of interpreting counseling to children are available in office of Division of Pupil Personnel and Counseling

Interpretation to Teachers

1. Interviews with individual teachers
2. Discussion of counseling service with new teachers
   a. Individual conferences
   b. Group meetings
3. Explanation of limits as well as possibilities of the counseling service
4. Use of faculty meetings
   a. Talks by counseling teacher
   b. Use of counseling slides (Available in Office of Division of Visual Education)
   c. Teachers' presentation of help received through counseling
   d. Participation in discussion of related subjects such as mental health
5. Planning with teachers for interpretation of the counseling service to children
6. Use of written material
   a. Section on counseling in handbook for teacher
   **b. Written statement for teachers about the counseling service
   **c. Letter or notice to teachers at the beginning of each term as a reminder of the counseling services and types of problems which may be referred
   **d. Illustrated booklet showing attitudes and behavior with which the counseling teacher can work

* Available in Central Office.
** Samples may be seen in Central Office

TECHNIQUES FOR INTERPRETATION OF THE COUNSELING SERVICE
(Outcome of the Counseling Teachers' Staff Meeting on November 7, 1956)

Interpretation to Parents

1. Interviews with parents of pupils new to the school
2. Interviews with parents whose children have been referred for counseling
3. Participation in school sponsored groups
   a. Home and School Association
   b. Parents' Discussion group
4. Talks to parent and community groups
   a. Home and School Association
   b. Grade mothers
   c. Teas for parents
5. Use of counseling slides with parent and community groups
6. Use of plays with parent groups
7. Use of publications (yearly distribution to all parents)
   a. Leaflet--"Counseling Is A School Service"
   b. News Letters
   **c. School newspaper
   d. Neighborhood paper

** Samples may be seen in Central Office

12/10/56
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4. Activities of the School-Community Coordinator, Puerto Rican.

a. To seek out and utilize the Puerto Rican leadership in the community.

b. To guide the school in the proper methods of communicating with the Puerto Rican community.

c. To translate into Spanish communications sent to the community.

d. To assist Home and School Association leaders in getting the Puerto Rican community active in the affairs of the association.

e. To help non-Puerto Rican community understand and become acquainted with the Puerto Rican community.

f. To interpret school policies, procedures, objectives, goals, and aspirations to the Puerto Rican community.

g. To organize the Puerto Rican community through group and individual discussions and meetings in the community, in the home, and in the school for constructive action.

h. To inform the staff as to the nature of the Puerto Rican community, the Puerto Rican parent, and the Puerto Rican child.

i. To arrange for Home-School visitation with the Puerto Rican community; to get parents and children to feel welcome at school.

j. To arrange for possible school-home visitation between teachers and parents.

k. To arrange for enrichment trips for Puerto Rican children and their parents.

l. To utilize the strengths of the Puerto Rican community in the school program. (Parent participation in assemblies, classroom activities, etc.)

m. To assist in adapting the curriculum to the needs of the community.

n. To acquaint parents with school and community services, their locations, and their purposes.

o. To bring to the attention of the principal, the counseling teacher, the nurse, the teacher, and other specially trained school personnel, children and families with unusual abilities or problems. To coordinate these services so that abilities might be promptly channeled and problems promptly attacked.

5. Activities of the Second School-Community Coordinator:

a. To find and utilize the leadership in the community.

b. To meet with and assist Home and School Association leaders in determining programs and methods of gaining increased participation.

c. To meet regularly with the Puerto Rican Coordinator and the School Team to advise the school as how best to adapt the curriculum to the needs of the community.

d. To help interpret school policies, procedures, objectives, goals, and aspirations to the community.

e. To organize the community through group and individual discussions and meetings in the community, in the home, and in the school for constructive action.

f. To inform the staff at our meetings concerning the nature our our community, our children, and our families.

g. To assist new families and children become acquainted with Ludlow.

h. To help arrange for enrichment trips for our children and their families.

i. To acquaint parents with school and community services, their locations, and their purposes.

j. To bring to the attention of the principal, the counseling teacher, the nurse, the teacher, and other specialized school personnel children and families with unusual abilities and problems. To help coordinate these services so that abilities might be promptly channeled and problems attacked.

Both coordinators plan during August to:

Visit school neighborhood and contact members of the Home and School Association.

They will give a general outline of the project.

(They will seek out key people in the community who will help by contacting and gaining the interest of others.

They will start setting the basis for an Evening meeting at school during October.

They will begin a resource file.)

Both coordinators plan during September to:

Meet the faculty and explain their specific functions.

Start forming action groups among the parents.

Begin working on their generalized activities.

6. Activities of the Reading Adjustment Teacher

a. Program:

AM Three classes, children of normal potential, but with poor reading progress, all of whom will come from grades 2B-4B.

Time of classes:

9:30-10:15
10:15-11:00
11:15-noon

PM 1:45-2:30 (Monday thru Thursday)

Work with 5th and 6th grade children, non-readers and beginning readers.

2:30-3:15 (Monday through Thursday)
In-service training for teachers.
Demonstration lessons, especially for 1st and 2nd Grade teachers.
2:30-3:15 (Friday)
Record keeping.

7. Activities of the Teacher Aide:
   a. To work with all teachers where weakness in control or poor classroom climate exists.
   b. To devote larger blocks of time with intensive follow-up with these teachers, as time allows.
   c. In-service training of teachers in all curriculum area.
   d. Assist in developing cultural enrichment program by determining possible experiences, obtaining blocks of admission tickets, and evaluating the program.
8. Language Laboratory Consultant:
   a. Assist in requisitioning supplies, equipment, books.
   b. Assist with the in-service training of teachers in all the language arts areas through demonstration lessons, workshop programs, discussions.
   c. Assist in organizing the language arts program for the school, as is indicated in the"Language Arts Curriculum Areas"

brochure.

d. Organize and teach remedial reading to an after-school group of Puerto Rican children.

e. Serve as a member of the Ludlow school advisory group established to review the problems of children and families with unusual difficulties.

f. Act as resource expert for teaching techniques and reference materials.

9. District Collaborating Teachers:

a. Assist in in-service training of staff.

b. Resource personnel for materials, techniques, and references.

c. Advise principal as to possible curriculum adaptations.

d.- Assist staff in long and short term planning.

e.- Devote larger blocks of time in concentrated areas with individual teachers.

10. The Classroom Teacher:

The classroom teacher is primarily concerned with the development of the whole child. In her classroom she has the opportunity to develop those learning experiences which will affect the child's mode of living and his future.

When the child of the community of limited background enters the classroom, interaction occurs between the child, his peers, and his teacher. The teacher can, through inspiration and technique, guide this

interaction into a dynamic, positive force. Her task is, as Willard Waller has expressed it, "to help young children develop, to awaken interest, to encourage potentialities of growth, to help children feel secure, happy, and friendly, and to help them to a fuller life." She is in a unique position to help the child achieve a better self-image, and to satisfy his need for a sense of belonging.

The teacher must strive to learn and meet the needs of the child, facing always the reality of his world. She must develop sensitivity to the child in his life outside of school, in order to help him positively in school.

The teacher must continually grow in professional stature. The child's interests in the classroom and his needs give the teacher cues as to the areas in which she can work.

E. The Evaluating and Testing Program:

Evaluating the BEACON program will be in terms of the objectives we have stated at the beginning of this paper. Of immediate concern to us is that we strive for improvement in our children in the following areas:

The fundamentals, health, recognizing and developing children with potential, and involving our community to a higher degree than ever before. Research has proved that the great mass of children

from communities of limited background have higher potential than we have previously credited them. This potential remains locked and untapped because our approach in most cases to teaching them has not been altogether proper.. That we must accept this belief as fundamental to the success of the BEACON program. We hold that evaluation should be continuous and should rightfully be done by teachers, children, and parents. It should not be an end in itself, but should be the basis for reteaching and further teaching.

1. Specific Evaluation Procedures:

(a) Reading:

(1) Phila. Verbal Ability test to 1A's

(2) Harrison-Stroud Reading Readiness tests to 1A's

(3) Ginn Reading Readiness check list

(4) City Reading Tests

(5) Group informal reading inventories for placement.

(6) Possible use of Scott-Foresman reading test.

(7) Comparison of comments of Progress record--1st and 3rd reports.

(8) Comparison of reading levels, Oct. 1960 and October 1961.

(9) Teacher Tests.

(b) Other Language Arts skills:

(1) City test in all areas.

(2) Teacher tests

(3) Comparison of progress record grades

(c) Arithmetic:

(1) City tests

(2) Teacher tests

Much attention will be directed towards the proper use of checking test results for diagnostic purposes.

2. Use of Iowa Tests in Grades 4 and 6. Comparison of results between October 1960 and October 1961.

3. Each teacher to set up a folder for every child of representative work, completed throughout the term in the areas of arithmetic, writing, handwriting, social studies, spelling, and art. Examination of these papers will indicate progress children have been making throughout the term.

4. Teachers will establish from children's work sets of papers in writing, handwriting, spelling, etc. to serve as realistic bases for evaluating children's work.

5. Checking attendance records for indications of decreases in illegal absence and tardiness.

6. Check of behavior referrals and suspensions.

7. Comparison of health statistics to check for increase in percentage of corrections, etc.

8. Check counseling records to determine types of referrals, the number of parent initiated referrals, and the progress being made with difficult families.

9. Determination of cooperation and interest of parents through:

a. Growth of attendance at parent meetings.

b. Active participation in Home and School projects.

c. Parent attendance during child health examinations.

d. Care with which homework is checked.

e. Parental help with school activities.

10. Use of psychological and psychiatric services with difficult educational and behavioral problems.

F. The Cultural Enrichment Program:

It would seem that one of the best ways to work out a program that would provide for the maximum amount of growth and opportunity for all Ludlow children would be one that is carefully planned and steered by three, or more, interested teachers who would volunteer for this work. Such a committee could, with the help of the principal and the Teacher Aide, set up a long range, three year program with definite objectives. The individual classroom teacher would become involved in the program in two ways. The committee could supply the classroom teacher with information on available sources for activities through trips, current art exhibits, concerts, and plays. The classroom teacher could keep the committee informed with reference to children with special talent and interests to be developed, people in the community with

special talent or interest who might visit or help the school. In such a way there would be a mutual interest and an exchange of ideas on a continuing basis.

The committee could develop an outlined, flexible program for a cycle of activities which would make certain that each child had a set of definite experiences before the three year period expired. Such a set of experiences might include the following:

Trips in the Philadelphia Area

Commercial Museum, Art Museum, Logan Square Library, Franklin Institute, Academy of Fine Arts, Academy of Natural Science, Neighborhood Library, Fels Planetarium, Fairmount Park and its interests, Rodin Museum, Independence Hall and other Colonial points of interest.

PTC tour of historical Philadelphia

Plays at the Children's Theatre

Children's Concerts

Trips could be planned and taken by individual teachers, school groups, or by parents. Saturday and after school trips could be taken by selected teachers who would be paid for this service.

A record should be kept to make certain that each child gets the maximum number of cultural experiences within the three year period. With suggestions from all the teachers the committee should be able to develop a plan to involve the

parents and the community in such a way that these trips and other activities will develop interest that will have a continuing influence in after-school activities of the children and their parents. Providing for the transportation and the cost of admissions will have to be determined by the committee.

G. Tutorial and Homework Services:

1. Four groups planned to meet three afternoons weekly, from 3:45 PM to 4:45 PM.
   Groups will consist of remedial reading, remedial reading for children of Puerto Rican background, remedial arithmetic, and a guided homework group.
2. Children will be selected on the basis of need, desire, and cooperativeness of parents.
3. Teachers will guide, teach, evaluate progress, and keep in close touch with the classroom teachers, the principal, and the parents.
4. Class size - about 15 children, with the exception of the homework group which might be 20-25.
5. Assistance might be obtained for these teachers from student teachers from the Phila. universities, from capable high school students interested in teaching careers, from retired teachers, and from capable parents.

H. Involvement of Parents :

(not listed under the School-Community Coordinator Section).

1. Home and School Association Activities:

   Meetings structured by Mrs. Rose Cohen, discussion leader with the Division of School Extension. These meetings will serve to interpret the school and the BEACON programs, gain the interest of parents in school affairs, gain the active support of parents, and improve parent relationships with the school and with each other. They will give parents more understanding of their children and will provide leadership possibilities for them.

2. Progress Record Supplement:

   This supplement to the progress record will invite parents to react in writing to their children's progress. It is anticipated that this supplement will give rise to further correspondence and personal discussion between parents and teachers.

I. Involvement of Children:

   1. Continuation of student service groups, but with greater emphasis placed upon the recognition of the work of the groups.
   2. Development of boys' and girls' choral groups with especial emphasis upon utilizing talented children.
   3. Classroom stress upon improvement of achievement, health, appearance, cooperation--as is implied throughout this entire paper.
   4. Greater use of student work to enhance appearance of school rooms, halls, and administrative offices.

5. Development of a school song, school cheers, slogans, etc. to further enhance the Ludlow School spirit. Displaying of these slogans throughout the halls.

6. School-wide displays of children's work both for the students and the community. These displays would be publicized through school and community papers.

7. Utilization of the Assembly periods and other specially planned specialized activities such as a music festival, an art festival, and a book fair.

J. In-Service Program:

Two of our most important objectives in the BEACON program are the improvement of teaching techniques and the improvement of teacher attitude. We propose to arrive at these goals through a twofold in-service approach.

Faculty meetings two times each month from 2:30 PM until 4:00PM. This will represent an increase of one hour each month over previous years. This larger block of time will permit our staff to have workshops, demonstration lessons, and group discussions. In-service training during school hours for groups of teachers whose classes will receive specialized instruction in the Language Arts led by the Language Laboratory

teacher and the Reading Adjustment teacher.

Experiences in the following areas are planned:

The BEACON program, its aims, and its implementation.

Evaluation techniques.

Reading in all its phases.

Other phases of the Language Arts.

Arithmetic.

Social Studies.

The Counseling program.

The Health program.

Child study, with emphasis upon the child from the community of limited background.

Parent-teacher interviewing.

Orienting of new teachers.

Record keeping.

Development of policies and objectives for Ludlow.

The Puerto Rican child and community.

Planning.

Speech improvement, both for children and teachers.

Homework.

Room displays and decorating.

Resource personnel:

Teachers on staff

Collaborating Teachers

Supervisors

Ford Foundation personnel

Experts from the Board of Education, the local community, and the greater Philadelphia area.

The BEACON team, which will serve as the Ludlow professional committee will carry the responsibility for determining the detailed professional program of the school.

V. How the BEACON Program Will Be Introduced:

A. To the Faculty:

September 8th

Short meeting at which time the new members of our staff will be introduced, but special mention will be made of members of the BEACON team. There will be a short review of the Ford Foundation Workshop, July, 1960. Just enough information will be given so that the staff will have an understanding of what transpired. There will be an announcement that a full review of the Workshop and of our BEACON program will be undertaken at our following meeting of Tuesday, September 13th.

September 13th

Purpose:

To acquaint teachers with the Summer Workshop--its content, and the philosophy which was developed.

The discussion at this meeting will be led by Mrs. Thomas, classroom teacher member of the Team, who will review the role of the classroom teacher in helping children of communities of limited background.

Mrs. Thomas will use the attatched diagram in the presentation of her material. (This diagram will be duplicated for every teacher, as will a general outline of all of the material to be covered during the discussion.) In the course of discussing how teachers may be helped in their major role of developing the whole child, Mrs. Thomas will call upon each member of the team to present his or her role.

We shall emphasize that the outline of the program we now have is but a partial program which can only be fully developed with the contributions of all the staff.

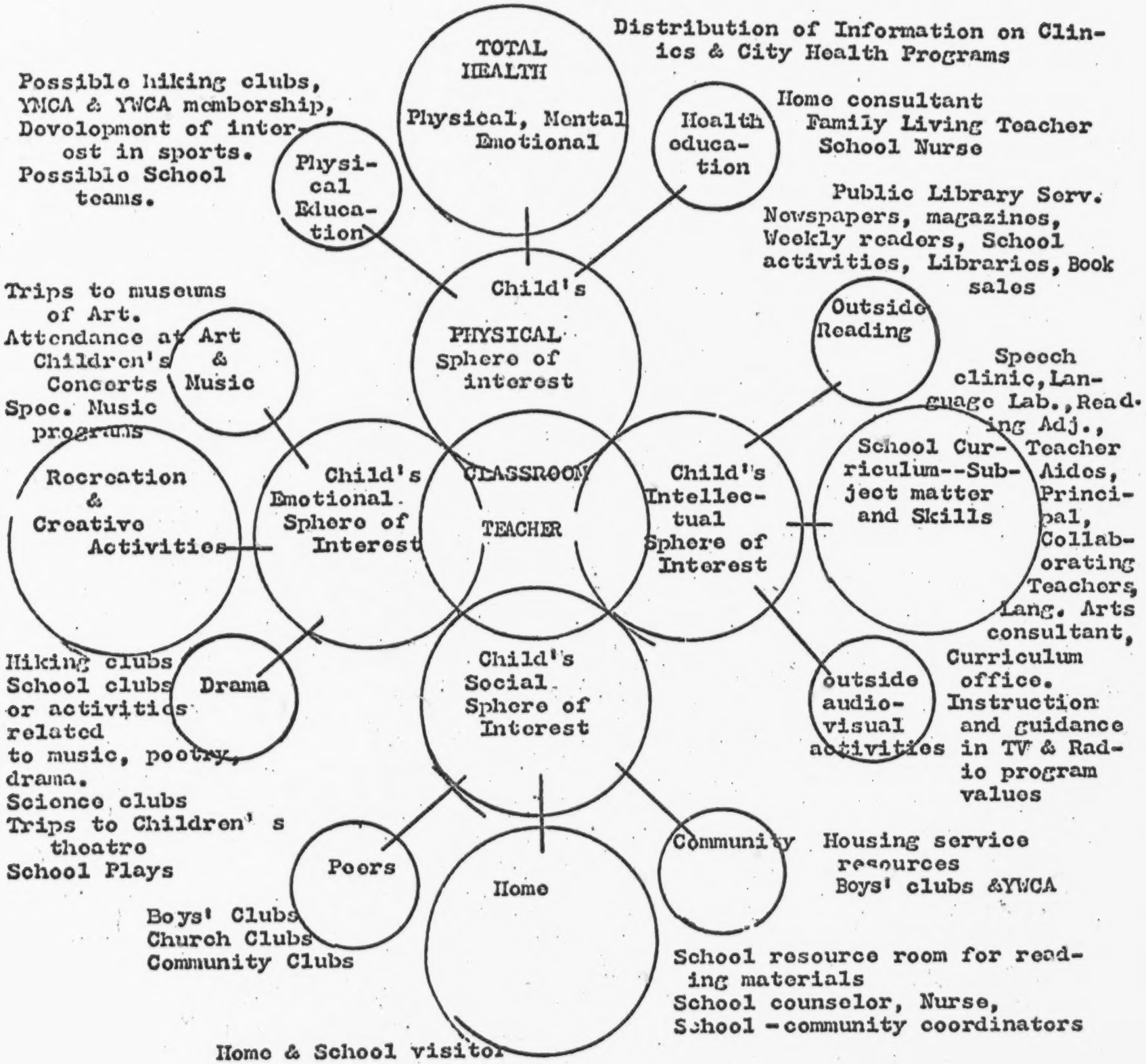
Other facts to be emphasized:

That children of communities of limited background have potential which can be unlocked.

That specialized approaches are needed to teach these children and are included in our program.

That our community can be reached.

## WHERE THE LUDLOW SCHOOL TEACHER CAN TURN FOR HELP


TOTAL HEALTH
Physical, Mental Emotional
Distribution of Information on Clinics & City Health Programs
Possible hiking clubs, YMCA & YWCA membership, Development of interest in sports. Possible School teams.
Physical Education
Health education
Home consultant Family Living Teacher School Nurse
Public Library Serv. Newspapers, magazines, Weekly readers, School activities, Libraries, Book sales
Child's PHYSICAL Sphere of interest
Trips to museums of Art. Attendance at Children's Concerts Spec. Music programs
Art & Music
Outside Reading
Speech clinic, Language Lab., Reading Adj., Teacher Aides, Principal, Collaborating Teachers, Lang. Arts consultant, Curriculum office. Instruction and guidance in TV & Radio program values
Recreation & Creative Activities
Child's Emotional Sphere of Interest
CLASSROOM TEACHER
Child's Intellectual Sphere of Interest
School Curriculum--Subject matter and Skills
Hiking clubs School clubs or activities related to music, poetry, drama. Science clubs Trips to Children's theatre School Plays
Drama
Child's Social Sphere of Interest
outside audio-visual activities
Poors
Home
Community
Housing service resources Boys' clubs &YWCA
Boys' Clubs Church Clubs Community Clubs
School resource room for reading materials School counselor, Nurse, School - community coordinators
Home & School visitor

That we shall continually evaluate.

That this program is cumulative, and that we can each benefit from the others help, experience, and cooperation.

We trust that at this meeting the entire staff will capture the enthusiasm which has envoloped the Team.

B. To the Parents and the Community:

1. Through home contacts via the school-community coordinators to be done in August and early September. The Home and School Executive Board and key community leaders will especially be contacted.

2. Through a community mass meeting to be held on the evening of October 19th, at which time we will try to convey the spirit and content of our BEACON program. The speakers at this meeting are to be Rev. Leon Sullivan, who will try to impart the inspiration needed to get the parents behind the program, and Miss Ida Kravitz who will review some of the more practical aspects of the program.

C. To the Children:

1. Introduced school wide during September and October through assembly programs . We hope to have former graduates of Ludlow speak to the children.

2. Through classroom work as each teacher develops class rules, aims, and goals.